Author must register at CPALMS “BECOME A MEMBER”
Author must submit lesson plans or resources to the ACE Collection
2019-2020 PROCESS

COMPENSATION

- All writers will receive $150 per accepted item. Payment will be made upon acceptance by the review team.

- All reviewers will receive $50 per accepted item. Checks will go out in December and May.

- We are contracted to complete 24 items for this grant cycle (5 lessons and 1 resource per content area).
At this screen, Sign Up or Login. You must have a school email extension to create an account.
● At this screen you will need to “Add a new app”. You are looking to add the “Resource Center” app.
Once you are at the Resource Center, you can “Create New Resource” (green button) to begin to add your lesson plan or resource.
• In Step 5 “Summary” of the Lesson Plan Template you will see “Add to the Following Collection” and you will choose “Arts for a Complete Education (ACE)” under the Florida Department of Education.
2. LESSON COMPONENTS

WHAT MAKES A GOOD LESSON?
STANDARDS

- Must start with the standard
- Not all parts of the standard must be covered
- Focus lessons on three or LESS standards
LEARNING OBJECTIVE

- What should students know and be able to do as a result of this lesson?
- Measurable and specific.
- Must include evidence of student learning.

**EXAMPLE:**
Students will be able to accurately perform a crescendo and a decrescendo.
PRIOR KNOWLEDGE

• Bulleted list of Knowledge/skills students should already have.

• What do the students need to know prior to this lesson in order to successfully participate?

• How to elicit students’ prior knowledge and ideas about relevant content of the lesson?

• What are common misconceptions can also be helpful information?
GUIDING QUESTIONS

- Guiding questions are broad OPEN ENDED questions that students and the teacher can come back to throughout the learning experience.
- A good guiding question is
  - (a) thought-provoking, counterintuitive, and/or controversial,
  - (b) requires students to draw upon content knowledge and personal experience
  - (c) can be revisited throughout the lesson to engage students in an evolving discussion.

EXAMPLE:

How do music and performance enhance the story?
TEACHING PHASE

- How will the teacher present the concept or skill to students?
- What anticipatory set will the teacher use to engage students and connect student experiences and knowledge to the goals of the lesson?
- How will the teacher present the concept or skill to the students?
- What expectations for student output will the teacher model and explain?
- How will the teacher check for understanding?
- Which procedures should a teacher follow when teaching this lesson?
15

GUIDED PRACTICE

• What activities or exercises will the students complete with teacher guidance?

• What activities or exercises will the students complete under the teacher’s direct guidance?

• Activities should foster mental and, when appropriate, physical activity of students.
INDEPENDENT PRACTICE

• What activities or exercises will students complete to reinforce the concepts and skills developed in the lesson?
• What activity or exercise will the students complete in school or at home to reinforce the concepts and skills developed in the lesson?
• How will the learning from the lesson be reinforced over time?
CLOSURE

How will the teacher assist students in organizing the knowledge gained in the lesson?

What will the teacher do to bring the lesson to a close?

How will the teacher assist students in organizing the knowledge gained in the lesson?
FORMATIVE ASSESSMENT

How will the teacher gather information about student understanding and prior knowledge throughout the lesson?

Formative assessment is intended to provide information to teachers and students about student learning throughout a lesson.

Formative assessments can help teachers and students to determine what adjustments may be needed for improved learning.
The Summative Assessment in many arts disciplines is often a rubric completed through observation of the student work by the teacher. A common rubric would be a grid with the standard (even including the code letters and numbers) and then four categories of accomplishment: Consistently, Frequently, Occasionally, and Rarely. Assign points for each of the categories, and you can quantify the observation for a grade.
## Civil War Monologue Evaluation Scale

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe characteristics using text, art, and selected dramatizations.</td>
<td>Demonstrate that they can develop characters using text, art, and selected dramatizations.</td>
<td>Frequently demonstrates that they can develop characters using text, art, and selected dramatizations.</td>
<td>Occasionally demonstrates that they can develop characters using text, art, and selected dramatizations.</td>
<td>Rarely demonstrates that they can develop characters using text, art, and selected dramatizations.</td>
</tr>
<tr>
<td>2. Develop a monologue of a story that reflects one's understanding of an event in a culture different from one's own.</td>
<td>Rarely has created a monologue or story, reflecting an event in a culture different from one's own.</td>
<td>Occasionally has created a monologue or story, reflecting an event in a culture different from one's own.</td>
<td>Consistently has created a monologue or story, reflecting an event in a culture different from one's own.</td>
<td>Consistently has created a monologue or story, reflecting an event in a culture different from one's own.</td>
</tr>
<tr>
<td>3. Manipulate content, media, techniques, and processes to communicate with an audience.</td>
<td>Rarely manipulates content, media, techniques, and processes to communicate with an audience.</td>
<td>Occasionally manipulates content, media, techniques, and processes to communicate with an audience.</td>
<td>Consistently manipulates content, media, techniques, and processes to communicate with an audience.</td>
<td>Consistently manipulates content, media, techniques, and processes to communicate with an audience.</td>
</tr>
</tbody>
</table>

Points out of 32 total = ___%
FEEDBACK TO STUDENTS

• When and how will the students get feedback about their performance or understanding during the lesson?
• How and when will they have an opportunity to use this feedback to improve their performance?
• Feedback to students is intended to help students assess their own progress toward learning goals and objectives.
ACCOMMODATIONS

- Specific to the lesson – not in general.
- What adjustments to the resource might help more students reach their learning goals?
- Suggestions for how instruction might be adjusted to meet their needs of all students.
- How might teachers differentiate instruction to meet their needs of a diverse population of students?
- How might teachers take advantage of a diverse population of students?
• Extensions relate this resource to other topics, real-world applications, other subjects, other contexts, and other lessons.
ADDITIONAL RESOURCES

- Suggested Technology
- Suggested Materials/Supplies
- Further Recommendations
- Rubrics and/or attached resources
ENDING LESSON

1. Sign up at www.cpalms.org
2. Write lesson on word document
3. Upload to CPALMS ACE Collection